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ABSTRACT

Test instruments designed for limited English proficient (LEP) students from pre-school through adult are reviewed in this annotated bibliography. The assessments cited have been evaluated for reliability, validity, and equity, the latter being an emerging criterion in the process of evaluating assessment instruments. The tests most commonly used in bilingual education environments are represented, but it is noted that there is no 100% reliable instrument that is tailored to individual LEP student needs. The tests are grouped under the following categories: achievement tests (17 tests); language proficiency (23 tests); tests of aptitude, general ability, intelligence or cognitive development (13 tests); vocational, career, and attitudinal inventories (four inventories); and personality inventories (two inventories). Each citation includes a description, author, grade level, administration time, type of administration, language(s) assessed, and publisher. (LB)

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**A Resource Compendium of Assessment Instruments Which
Can Be Used To Help Schools in the Education of LEP Students**

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Upper Great Lakes Multifunctional Resource Center

**Wisconsin Center for Education Research
The School of Education
University of Wisconsin-Madison**

1988

PREFACE

The Upper Great Lakes Multifunctional Resource Center (MRC) is funded under contract with the U.S. Department of Education with funds provided by the Office of Bilingual Education and Minority Language Affairs (Contract No. 300860050). Administered by the University of Wisconsin-Madison, the MRC has a threefold mission:

1. the provision of inservice training technical assistance to parents and educational personnel participating in, or preparing to participate in, bilingual education programs or special alternative programs for limited English proficient students. (PL 98-115, Section 741, a, 5).

To this mission have been added two ancillary mission statements. The first is meant to specify the content of the MRC's services; and the second is derived from the MRC's assigned area of specialization:

2. to base Center services upon the interpretation of developing research and practice which, when broadly construed, have implications for the education of LEP students.
3. to provide national and regional leadership in the mathematics and science education of LEP students.

In the process of providing services, the MRC staff must--from time to time--review extant research and other literature on a specific topic. We have all received the request to recommend a test; usually something like: "I need a test." Of course, the standard response and the follow-up technical assistance/training to such a question are focused upon the information needed from that test and the process by which one adapts or selects a test in light of that need. Yet, without a set of candidate tests on which to apply those processes, the client's original need of finding a test will be unmet.

This compendium of commonly used tests represents an effort to provide one possible set for such a review. It will be made available for dissemination through the National Clearinghouse for Bilingual Education (NCBE) and through the Educational Resources Information Clearinghouse (ERIC) system in order that others not duplicate Dr. Norma Iribarren's efforts.

A word on those efforts is in order. This is a compendium of commonly used tests. Producing this compendium entailed drawing upon: the corporate knowledge of the MRC staff, of bilingual project directors, and of previous bibliographies, produced by Vasquez, J. A., Gonzales, S. E., Pearson, M.E., (1980), and Center for Bilingual Education Northwest Regional Educational Laboratory (1978). Selected tests were reviewed and updated for more recent versions or in light of new information. Finally, the tests were classified into broad categories and are described in as nontechnical, yet factual, a manner as possible.

The inclusion or exclusion of a test in this compendium should not be interpreted to indicate endorsement or criticism. Excepting the catalog of ships in Homer's Iliad, biblical genealogies and other similar efforts, most lists exclude more than they include. Missing from here may be recently developed standardized tests which are in use elsewhere. A conscious decision was made to exclude non-standardized assessment procedures such as informal assessments, pragmatic protocol analysis, diagnostic testing and experimental tests for things like higher order thinking. Each of these latter assessment procedures could be used and would be important parts of the overall educational program of LEP students. Each of these alternative methods of assessment should be considered for its own unique purposes.

We would appreciate comments and suggestions for revisions and updates of this list. Please let us know about factual errors, new tests, and the usefulness of this effort. Finally, I would like to thank Dr. Norma Iribarren for her effort in compiling this list and Jeanne Burris Eloranta for helping to edit it.

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INTRODUCTION

This annotated Assessment Bibliography reviews test instruments that are designed for limited-English-proficient (LEP) students from pre-school through adult. The Ninth Mental Measurements Yearbook (Mitchell, 1985), Volumes I and II, and Tests in Print (Mitchell, 1983) have been extensively and carefully reviewed prior to the compilation of this bibliography. The Buros Yearbook contains test evaluations completed by competent reviewers and technical advisors, Vasquez, J. A., Gonzales, S. E., Pearson, M.E. (1980) and Center for Bilingual Education Northwest Regional Educational Laboratory (1978). The assessments mentioned have been evaluated for: reliability, validity, and equity. Today, test equity is an emerging criterion in the process of evaluating assessment instruments. Numerous tests are presently on trial in courts of law as people plead test-discrimination. Consequently, it is crucial for test users to closely examine test equity, as well as reliability and validity.

The tests most commonly used in bilingual educational environments are represented in this bibliography. However, test administrators should be aware that presently there is no 100% reliable instrument which is tailored to individual LEP students needs. Assessment is a global process, and thus additional techniques can be utilized, such as: interviews; spontaneous conversations; observations; and criterion-referenced or classroom tests. The utilization of these supplementary assessment tools would assist teachers and test users to obtain more reliable and valid assessment information.

Before the final test selection process is completed, test administrators should determine: 1) if their test purpose is the same as the test description; and 2) if the LEP students to be tested are of appropriate age, ethnicity, and language background as intended by the test. Above all, test administrators should be conscious of the test norms and consequently should examine the test for the following biases: racial, ethnic, linguistic, gender, and socioeconomic.

The tests mentioned in this bibliography are written either by commercial publishers or by local school districts. The tests are organized into the following categories:

- A. Achievement Tests.
- B. Language Proficiency.
- C. Test of Aptitude, General Ability, Intelligence or Cognitive Development.
- D. Inventories: Vocational, Career, Attitudinal.
- E. Personality Inventories

Within each of these categories the tests are arranged alphabetically by title.

Each test entry includes:

- 1) types of skills measured
- 2) author(s)
- 3) grade levels
- 4) administration time
- 5) type of administration (individual or group)
- 6) language(s) assessed
- 7) publishers and their addresses

A. ACHIEVEMENT TESTS

1. Bilingual Science Test

a. Description:

Designed to measure science achievement, the 5-6 grade test indicates general science knowledge. This test is a research product of the New York City Closed Circuit Television Study. It was funded cooperatively by the NYC Board of Education and the Fund for the Advancement of Education.

The 7th grade test assesses chemistry knowledge. The 8th grade test measures advanced general science knowledge. The test items are all multiple-choice. Both tests were produced by the Science-Spanish Research Project of NYC's Bureau of Educational Research. Also available is a report entitled, "Science Instruction in Spanish for Pupils of Spanish-Speaking Background." This report contains the tests and the test results for experimental and control group students.

b. Author: Dr. C. Sanguinetti

c. Grade levels: 5-8

d. Administration time: 40 min.

e. Type of Administration: Groups

f. Languages assessed: English and Spanish

g. Publisher: Curriculum Bureau, Board of Education
131 Livingston Street, Room 610
Brooklyn, NY 11201

2. California Achievement Tests (CAT), 1970

a. Description:

Designed to assess student achievement in: reading, mathematics, and language, the CAT contains five levels with A-B-C and D. The batteries at each level measure: vocabulary and reading comprehension; mathematics computation, concepts, and problems; and language mechanics, usage, structure, and spelling. There are 318 items in Level II and 343 items in Level III. Students respond by marking separate answer sheets. Answers can be machine or hand scored. The CAT yields: percentile rank; grade equivalent; achievement development; and stamina scores. "Debiased" norms and scoring keys are available. There is a reviewed edition for: Cuban, Mexican-American, Puerto Rican, Chinese, and Navajo ethnic groups.

b. Authors: Ernest W. Tiegs and Willis W. Clark, 1977

c. Grade levels: K-12.9

Level I: Grades K - 2.9

Level II: Grades 2 - 4.9

Level III: Grades 4 - 6.9

Level IV: Grades 6 - 9.9

Level V: Grades 9 - 12.9

d. Administration time: Varied. Complete battery up to 2 hours 48 minutes.

e. Type of administration: Groups

f. Language assessed: English

g. Publisher: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

3. Comprehensive Test of Basic Skills (CTBS), 1974

a. Description:

Consisting of overlapping levels, the CTBS is designed to assess: pre-reading and reading comprehension skills; language mechanics; spelling; and mathematics computation, concepts, and applications. Level A has 168 items, Level B has 174 items, and Level C has 266 items. The Level I has 337 items; and Level II has 336 items. The items are read aloud by the test administrator or silently by the students. For Levels A-C and Level I, students respond by marking in machine or hand-scorable booklets. Separate answer sheets are available for Levels I-IV.

The target ethnic group recommended is general; however, it has been reviewed for: Cuban, Mexican-American, and Puerto Rican students.

b. Author: CTB/McGraw Hill

c. Grade levels: K-12

Level A:	Grades K - 1.3
Level B:	Grades K.6 - 1.9
Level C:	Grades 1.6 - 2.9
Level I:	Grades 2.5 - 4.9
Level II:	Grades 4.5 - 6.9 (reviewed for K-6)
Level III:	Grades 6.5 - 8.9
Level IV:	Grades 8.5 - 12.9 (Level IV is not available in Spanish.)

d. Administration time: Levels A and B: 3 hours
Level C: 3 hours 15 minutes
Levels I and II: 4 hours

3. Comprehensive Test of Basic Skills (continued)

- e. Type of administration: Groups
- f. Languages assessed: Spanish and English (Level IV is in English only.)
- g. Publisher: CTB/McGraw Hill
Del Monte Research Park
Monterey, CA 93940

4. Inter-America Series: Test of Reading and Prueba de Lectura

a. Description:

A series of reading tests which have parallel forms in Spanish and English, this test provides pre- and post-test forms which measure the same skills but use different items. It is designed to measure reading achievement.

- b. Author: Guidance Testing Associates, San Antonio, TX
- c. Grade levels: Level 3: Ages 9-11, Grades 4-6
Level 4: Ages 12-14, Grades 7-9
Level 5: Ages 15-18, Grades 10-12
- d. Administration time: Variable for Levels 3 & 4
Level 5: 52 minutes
- e. Type of administration: Group
- f. Languages assessed: Spanish and English
- g. Publisher: Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, TX 78224

5. Iowa Tests of Basic Skills (ITBS), 1985-86

a. Description:

The newest edition of the ITBS, Forms G and H (1985) comprises a program to assess student progress in the basic skills. It consists of: a) Primary Battery and b) Multilevel Edition Forms G and H, each designed for comprehensive measurements of the available in a Basic Battery only. Level 5 includes Listening, Word Analysis, Vocabulary, Language, and Mathematics. Level 6 include all the tests of level 5, plus Reading.

b. Author: A. N. Hieronymus, H. D. Hoover, and E. F. Lindquist

c. Grade levels: Primary Battery

Grades K-3. Levels 5-8

Multilevel and Separate Level Editions

Grades 3-9. Levels 9-14

d. Administration time: The Multilevel Edition Complete Battery in 5 hours and 20 minutes

e. Type of administration: Groups

f. Languages assessed: English

g. Publisher: The Riverside Publishing Company
8420 Bryn Mawr Avenue
Chicago, IL 60631

6. Kraner Preschool Math Inventory (KPMI), 1982

a. Description:

This inventory is designed to measure the mathematics concepts of counting, cardinal numbers, quantities, sequence, positional, directional,

6. Kraner Preschool Math Inventory (continued)

and geometry/measurement. The Criterion-Referenced Test (1976) measures only mathematics concepts norm-referenced test (1977) was derived from the original KPMI to measure mathematics and language development: numeral recognition, numeral comprehension, comparisons sequence position, direction, geometry, measurement, and total.

- b. Author: Robert E. Kraner
- c. Grade level: Ages 3.0-6.6; 1976 (KPMI Criterion-referenced; no scores)
Ages 5.6-6.6; 1977 (KPMI Norm-referenced; 8 scores)
- d. Administration time: Variable
- e. Type of administration: Individuals or Group
- f. Language assessed: English
- g. Publisher: DLM Teaching Resources
P.O. Box 4000
One DLM Park
Allen, TX 75002

7. La Prueba Riverside de Realización en Español, 1984

a. Description:

It is an achievement test for bilingual students. It is designed to measure capitalization (Alphabetics); grammar; language skills; literacy; mathematics; punctuation; quantitative tests; reading; reaing comprehension; science; social studies; Spanish; Spanish literacy; spelling; study skills; vocabulary. Skills of children in elementary and secondary level.

7. La Prueba Riverside de Realización en Español (continued)

- b. Author: Nancy S. Cote and others
- c. Grade levels: K-9 (Levels 6-14)
- d. Administration time: Approximately 2 hours
- e. Type of administration: Groups
- f. Language assessed: Spanish
- g. Publisher: Riverside Publishing Company
8420 Bryn Mawr Avenue
Chicago, IL 60631

8. New York State Mathematics Test

a. Description:

Administered in Spanish and English, the New York State Mathematics Test is designed to measure achievement in mathematics as well as the general effectiveness of a school's math programs. This instrument can also be used by teachers to help in planning classroom instruction and in evaluating individual student progress.

Three areas of mathematics are assessed: concepts, computation, and problem solving. In the 3rd grade version, the answers are recorded directly in the test booklet. The 6th and 9th versions have separate answer sheets. A manual contains technical data.

- b. Author: New York State Department of Education
- c. Grade levels: 3, 6, and 9
- d. Administration time: 50-60 minutes
- e. Type of administration: Group

8. New York State Mathematics Test

- f. Languages assessed: English and Spanish
- g. Publisher: New York State Department of Education
The University of the State of New York
Albany, NY 12224

9. Prueba de Algebra Elemental, 1964

a. Description:

Designed to measure student knowledge of elemental algebra, this test consists of 65 items and takes about 70 minutes. A separate answer sheet is used.

- b. Author: Oficina de Evaluación, Departamento de Instrucción Pública,
Hato Rey, Puerto Rico
- c. Grade levels: Advanced level, Grades 10-12
- d. Administration time: Approximately 1 hour 10 minutes
- e. Type of administration: Group
- f. Languages assessed: Spanish and English
- g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

10. Prueba de Aprovechamiento en Matemáticas, 1960

a. Description:

Designed to measure mathematical achievement in grades 7-12, this assessment consists of three subtests: General knowledge section-29

10. Prueba de Aprovechamiento en Matemáticas (continued)

items; Basic skills-41 items; and Reasoning-20 items. A separate answer sheet is used.

- b. Author: Oficina de Evaluación. Departamento de Instrucción Pública, Hato Rey, Puerto Rico
- c. Grade level: Intermediate level, Grades 7-12
- d. Administration time: Approximately 1 hour 30 minutes
- e. Type of administration: Groups
- f. Languages assessed: English and Spanish
- g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

11. Prueba de Aprovechamiento en Ciencias, 1962

- a. Description:

Designed to measure science achievement, this instrument contains 150 items. It is appropriate for intermediate level students. A separate answer sheet is utilized.

- b. Author: Oficina de Evaluación. Departamento de Instrucción Pública, Hato Rey, Puerto Rico
- c. Grade level: Intermediate level, Grades 7-9
- d. Administration time: Approximately 1 hour 45 minutes
- e. Type of administration: Group
- f. Languages assessed: Spanish and English

11. Prueba de Aprovechamiento en Ciencias, 1962

- g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

12. Prueba de Biología Moderna, 1968

- a. Description:

This test measures the science ability of high school level students.

- b. Author: Oficina de Evaluación, Departamento de Instrucción Pública,
Hato Rey, Puerto Rico
- c. Grade level: Advanced level, Grades 10-12
- d. Administration time: Approximately 50 minutes
- e. Type of administration: Groups
- f. Languages assessed: Spanish and English
- g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

13. Prueba de Lectura en Español, 1968

- a. Description:

Designed to measure reading ability in Spanish, this measurement has four levels covering grades 1 to 12. Each level consists of two parts: Vocabulary and Comprehension. There are two forms: A and B.

13. Prueba de Lectura en Español (continued)

- b. Author: Oficina de Evaluación, Departamento de Instrucción Pública,
Hato Rey, Puerto Rico
- c. Grade levels: 1-12
- d. Administration time: Approximately 60 minutes
- e. Type of administration: Groups
- f. Language assessed: Spanish
- g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

14. Prueba de Lectura en Inglés, 1968

- a. Description:

Designed to assess reading ability in four levels of difficulty for grades 3-12, this test consists of two parts: Vocabulary and reading comprehension. Norms are classified by: sex, grade, and district. Technical data is included.
- b. Author: Oficina de Evaluación, Departamento de Instrucción Pública,
Hato Rey, Puerto Rico
- c. Grade levels: 3-12
- d. Administration time: Approximately 60 minutes
- e. Type of administration: Groups
- f. Language assessed: English
- g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

15. Reading Comprehension Test, 1961-62

a. Description:

Designed to assess reading comprehension, this instrument is appropriate for students in grades 7-9. Students use answer sheets that are separate from the test booklet.

b. Author: Oficina de Evaluación, Departamento de Instrucción Pública,
Hato Rey, Puerto Rico

c. Grade level: Intermediate level, Grades 7-9

d. Administration time: Approximately 1 hour 20 minutes

e. Type of administration: Groups

f. Languages assessed: Spanish and English

g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

16. The Tests of Adult Basic Education, 1976 Edition (TABE-76)

a. Description:

Designed to provide pre-instructional information about student achievement level in basic skills, this instrument involves the student in self-appraisal of his/her learning. It also assists the teacher in the preparation of an instructional program which meets the student's needs. Post-instructional growth is also identified. A Locator Test is used as a screening instrument, and identifies the appropriate student TABE level. The Locator Test helps the teacher determine the level of TABE-76 that is likely to yield the most useful information about the achievement of each student, in the basic skills.

16. The Tests of Adult Basic Education (continued)

- b. Authors: Ernest W. Tiegs and Willis W. Clark
- c. Grade levels: Level E: Grades 2.5 - 4.9
Level M: Grades 4.5 - 6.9
Level D: Grades 6.5 - 8.9
- d. Administration time: Level E: 1 hour 47 minutes
Level M: 3 hours 9 minutes
Level D: 2 hours 51 minutes
- e. Type of administration: Group
- f. Language assessed: English
- g. Publisher: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

17. The 3-R's, Achievement Edition, 1982

a. Description:

The 3-R's Test is a short assessment program that provides reliable information about students' development in basic reading, language, and mathematics skills and abilities. It is available in three different editions: the Achievement Edition for levels K-12 (levels 6-18); the Achievement/Abilities Edition for 3-12 (levels 9-18); and the Class-Period Edition for K-12 (levels 6-18). Both, the Achievement Edition and the achievement portion of the Achievement/Abilities Edition measure students' readiness skills and the mathematics, reading, and language skills. The Class-Period Edition measures achievement in the most basic skills. The Abilities Edition measures basic verbal and quantitative reasoning abilities.

17. The 3-R's, (continued)

- b. Authors: Nancy S. Cole, E. Roger Trent, Dena C. Wadell, Robert L. Thorndike and Elizabeth P. Hagen
- c. Grade levels: Varied
- d. Administration time: Achievement Edition: Grades K-12: 95 minutes
Grades 3-12: 130 minutes
Achievement/Abilities Edition: 190 minutes
- e. Type of administration: Groups
- f. Language assessed: English
- g. Publisher: The Riverside Publishing Company
8420 Bryn Mawr Avenue
Chicago, IL 60631

B. LANGUAGE PROFICIENCY

1. Bahia Oral Language Test (BOLT), 1977

a. Description:

The BOLT contains 20 item types which measure oral syntax. It is a comprehensive intermediate and secondary English language proficiency test; which assesses oral language skills ranging from understanding simple sentence patterns to using complex syntactical forms. It is broken down into four levels of item types which measure oral syntax.

The test kit consists of: a manual, a booklet, 30 answer sheets, and a class record book. A technical report is also available.

b. Authors: S. Cohen, R. Cruz, and R. Bravo

c. Grade levels: 7-12

d. Administration time: Variable

e. Type of administration: Individual

f. Languages assessed: English and Spanish

g. Publisher: BAHIA, Inc.
P.O. Box 9337
North Berkeley Station
Berkeley, CA 94709

2. Bilingual Syntax Measure (BSM), 1975

a. Description:

The Bilingual Syntax Measure is designed to assess the oral syntactic proficiency of K-2 children in English and/or Spanish by using natural speech as a basis for making judgments.

2. Bilingual Syntax Measure (continued)

- b. Authors: Marina K. Burt, Heidi C. Dulay, and Eduardo Hernandez-Chavez
- c. Grade levels: K-2
- d. Administration time: Variable
- e. Type of administration: Individual
- f. Languages assessed: Spanish and English
- g. Publisher: The Psychological Corporation
555 Academic Court
San Antonio, TX 78204-0952

3. Bilingual Syntax Measure II (BSMII)

a. Description:

Designed to measure oral proficiency in English and/or Spanish grammatical structures, by using natural speech as a basis for making judgments, the BSMII encourages students to freely express their thoughts and opinions. Important indicators for structural proficiency are student syntactic structures.

The Bilingual Syntax Measure II is designed primarily for students 10 years or older, who are enrolled in grades 3 to 12. In order to elicit natural speech, simple questions are asked about cartoon-type pictures to promote student conversation. An analysis of student speech patterns gives a numerical indicator and a qualitative description of structural language proficiency. This ranges from Level I (student neither speaks nor understands language of test), to Level V (student has native language proficiency).

3. Bilingual Measure II (continued)

The Bilingual Syntax Measure is available in English (BSM-E) and Spanish (BSM-S). The Picture Booklet contains seven cartoon-type pictures which can be used for BSM-E or BSM-S. There are two answer booklets which contain specific directions to the examiner, as well as the questions with corresponding space for the students' answers. The supplementary technical material contains the rationale and the technical data which are available to researchers.

- b. Author: Test Department, Harcourt Brace Jovanovich, Inc., New York, NY 10017
- c. Grade levels: 3-12
- d. Administration time: 10-15 minutes
- e. Type of administration: Individual
- f. Languages assessed: English and Spanish
- g. Publisher: Test Department
Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

4. Comprehensive English Language Test (CELT)

a. Description:

Designed to assess the English language proficiency of non-native speakers, the CELT provides a series of easy-to-administer tests. It is appropriate for intermediate and advanced high school and adult ESL programs.

4. Comprehensive English Language Test (continued)

The CELT consists of three multiple-choice tests: Listening, Structure, and Vocabulary. These may be used separately or as a complete battery. All tests use a separate answer sheet and a reusable test booklet.

The Listening Test measures the ability to comprehend short questions, and dialogues as spoken by native English speakers; it contains 50 items and takes about 40 minutes. The Structure Test measures the ability to manipulate grammatical structures occurring in spoken English; it has 75 items to be answered in 45 minutes. The Vocabulary Test assesses the lexicon in advanced English reading; it contains 75 items and an administration time of 35 minutes. Norms and other data are available in a Technical Manual.

- b. Author: Davis P. Harris and Leslie A. Palmer
- c. Grade levels: High school - adults
- d. Administration time: Approximately 2 hours
- e. Type of administration: Groups
- f. Language assessed: English
- g. Publisher: McGraw-Hill International Book Company
330 West 42nd Street
New York, NY 10036

5. Diagnostic Test for Students of English as a Secondary Language

a. Description:

Designed to measure English language structure and idiomatic vocabulary, this test contains 150 multiple-choice questions. It can be used to determine: if special instruction is needed; where to place students; or how to prepare lesson plans. It contains test booklets and answer sheets. The instruction sheets describe the scoring and interpretation procedures.

b. Author: A. L. Davis

c. Grade levels: High school - adults

d. Administration time: 60 minutes

e. Type of administration: Groups

f. Language assessed: English

g. Publisher: Webster/McGraw-Hill Co.
1221 Avenue of the Americas
New York, NY 10036

6. Degrees of Reading Power

a. Description:

The descriptors are: Cloze Procedure; Context Clues; Culture Fair Tests; Elementary Secondary Education; Nonfiction; Postsecondary Education; Prose; Reading Comprehension; Reading Diagnosis; Reading Tests; Student Placement. Identifiers: Power Tests. It measures a student's ability to process and understand nonfiction prose written at different levels of difficulty. Test items are formed by deletion of words

6. Degrees of Reading Power (continued)

from each passage. For each deletion, five single word options are provided. The DRP consists of a PA series, broad-based tests for use at the elementary-secondary grade levels, and a CP series for use in student placement at the postsecondary level. Raw scores can be converted to identify independent, instructional, and frustration reading levels. See also New York State Preliminary Competency Test in Reading-Degrees of Reading Power (TCO 10959).

- b. Author: The College Board, New York, NY (1981)
- c. Grade levels: 3-14
- d. Administration time: Varied
- e. Type of administration: Group
- f. Languages assessed: English and Spanish
- g. Publisher: The College Board
888 Seventh Avenue
New York, NY 10106

7. Dictation

a. Description:

The Dictation test is an integrative test that can be administered in several ways. The passage selection should be extracted from general reading materials which are used in class, or from general interest readings. The length of the passage should be sufficient to provide enough information to assess student performance (with reading material that is too long, students may become bored and lose interest).

7. Dictation (continued)

Evaluation can focus on: spelling, word omissions, grammatical errors, and punctuation errors. The final score is reported as a general score on a scale of 1-5.

- b. Author: Suggested administration procedure of dictation tests from Teaching English as a Second Language: Techniques and Procedures (1976) by Christina Bratt Paulston and Mary Bruder.
- c. Grade level: Variable
- d. Administration time: Variable
- e. Type of administration: Individual/Groups
- f. Language Assessed: All
- g. Publisher: Winthrop Publishers
Cambridge, MA

8. English as a Second Language Placement Test (EPT)

a. Description

The EPT is a multiple choice grammar test consisting of two levels. Level I - Forms 100, 200, 300, and Level II - Forms 400, 500, 600 for advanced students. Each level has 50 multiple choice items. An answer sheet is provided.

- b. Author: Donna Ilyin
- c. Grade levels: 7-12 and adults
- d. Administration time: 30 minutes
- e. Type of administration: Groups
- f. Language assessed: English

8. English as a Second Language Placement Test (continued)

- g. Publisher: Donna Ilyin
Alemany Adult School
750 Eddy Street
San Francisco, CA 94109

9. English Language Test, 1962

a. Description:

The English Language Test consists of four subtests: Auditory discrimination (35 items); Structure (70 items); Vocabulary (45 items); and Writing words (20 items). The instructions are provided in Spanish. A separate answer sheet is used.

- b. Author: Oficina de Evaluación, Departamento de Instrucción Pública,
Hato Rey, Puerto Rico
- c. Grade levels: Intermediate level, Grades 7-9
- d. Administration time: Approximately 1 hour 17 minutes
- e. Type of administration: Groups
- f. Languages assessed: English and Spanish
- g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

10. Examination in Structure

a. Description:

The Examination Structure test contains 150 items in English grammar. Sixty-five percent is multiple-choice and 35 percent is completion items. It tests: question words, negation, sentence order, and other grammatical structure. It is used as a diagnostic tool in grammatical problem areas. No manual or technical data are developed.

b. Authors: Robert Lado and Charles C. Fries

c. Grade Levels: 7-12 and adults

d. Administration: 60 minutes

e. Type of administration: Groups

f. Language Assessed: English

g. Publisher: English Language Institute
2001 N. University Building
University of Michigan
Ann Arbor, MI 48109

11. Ilyin Oral Interview Test

a. Description:

The Ilyin Oral Interview is designed to assess student ability to use oral English in response to hearing it in a controlled situation. The interview may be used to place incoming students in an appropriate level ESL classroom. It also shows achievement gains in pre-/post-test situations, and correlates individual oral proficiency with test performance which requires reading or writing skills.

11. Ilyin Oral Interview Test (continued)

The interview consists of 50 items which progress from simple to complex. Each item is scored for accuracy of information and structure. The structure score includes: Word order; verb structure and other grammatical structures. Fluency and pronunciation are not scored.

- b. Author: Donna Ilyin
- c. Grade levels: 7-12 and adults
- d. Administration time: 5-30 minutes
- e. Type of administration: Individual
- f. Language assessed: English
- g. Publisher: Newbury House Publishers, Inc.
68 Middle Road
Rowley, MA 01969

12. The John Test, 1976

a. Description:

The Original John Test is an oral language proficiency test. A short-form and a long-form are available. The short-form consists of two parts: Part I contains structured questions with some illustrations; Part II consists of open-ended discussion questions.

The long-form consists of three parts: Part I has structured questions with corresponding illustrations; Part II consists of a connected discourse which rates: Pronunciation, fluency, vocabulary, and structure; Part III has answers, given by the test administrator or teacher, to which the student must respond with the appropriate question. Oral placement

12. The John Test (continued)

test for non-native speakers of English. Seven pictures depict occurrences in the typical day of a young man named John. Simple questions elicit information about him. Parts I and II of the test are sufficient for placement. A shortened form is available.

- b. Author: Kesper, Ray, and others
- c. Grade levels: 7-12 and Adults
- d. Administration time: Variable
- e. Type of administration: Individual (oral)
- f. Language assessed: English
- g. Publisher: Linc Publishers
2112 Broadway, Suite 515
New York, NY 10023

13. Language Assessment Battery (LAB), 1976

a. Description:

LAB is designed to assess student ability in: reading, writing, listening comprehension, and speaking in English and Spanish for K-12 students.

The reading section is designed to measure: 1) recognition of morphological and syntactical structures; and 2) comprehension of English and Spanish in graphic forms. The writing assesses recognition of the grammatical signals of the language in graphic forms.

- b. Author: Board of Education of New York City

13. Language Assessment Battery (continued)

- c. Grade levels: Level I: Grades K-2
Level II: Grades 3-6
Level III: Grades 7-12
- d. Administration time: Test 1: Approximately 8 minutes
Test 2: Approximately 20 minutes
Test 3: Approximately 8 minutes
Test 4: Approximately 5 minutes
- e. Type of administration: Level III: Tests 1, 2, and 3 are group administered. Test 4 is individually administered.
- f. Languages assessed: English and Spanish
- g. Publisher: Riverside Publishing Company
Houghton Mifflin Company
Geneva, IL 60631

14. Language Assessment Scales (LAS), 1977-78

a. Description:

The LAS in Spanish and English is designed to measure: 1) the phoneme production; 2) the ability to distinguish minimal sound pairs (sound discrimination); 3) the oral lexical production; 4) the comprehension of the aural syntax (sentence); 5) the oral syntax production; and 6) the ability to use language for pragmatic ends (communication proficiency through story retelling).

It is composed of an additional Writing Assessment for Level II. The LAS provides an overall picture of children's linguistic ability by

14. Language Assessment Scales (continued)

separately assessing the component parts of the language system. A supplemental test provides games and activities which help students learn the specific weak behaviors indicated by the test scores. LAS may be used to determine classroom placement and to facilitate entry/exit decisions. Pre-LAS is a downward extension of LAS that is designed to measure oral language proficiency of preschool, kindergarten, and first-grade children. It measures expressive and receptive abilities in three linguistic areas: morphology, syntax, and semantics.

The 1981-82 LAS Editions are designed for Grades K-5, 6-12, and over, it covers 6 or 7 sections: minimal pairs, lexical phonemes, sentence comprehension, oral production, total observation of pragmatic language, which is optional.

- b. Authors: Edward A. DeAvila and Sharon E. Duncan; Linguametrics group
- c. Grade levels: Pre-LAS: Ages 4-6
 Level I: Grades 2-5
 Level II: Grades 6-12
- d. Administration time: Level I: 20 minutes
 Level II: 15-20 minutes
- e. Type of administration: Individual
- f. Languages assessed: Spanish (1981) available for form A, and English
- g. Publisher: DeAvila, Duncan and Associates
 P.O. Box 770
 Larkspur, CA 94939

15. Spanish Assessment of Basic Education (SABE), 1987

a. Description:

The SABE is a new battery in Spanish designed to assess basic reading and mathematics skills. It will be equated to the Comprehensive Tests of Basic Skills, Forms U and V (CTBS U and V), as well as to the California Achievement Tests, Forms E and F (CAT E & F) Word Attack tests at grades 1-3 based on a syllabic approach.

SABE has a pretest of language dominance which helps determine whether a student should be tested with SABE or an English-language achievement battery. Grades 1-6 tests provide practice for students who have had limited test-taking experience.

- b. Author: CTB/McGraw-Hill, Monterey, CA
- c. Grade levels: 1-8
- d. Administration time: Varied
- e. Type of administration: Individual
- f. Language assessed: Spanish
- g. Publisher: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

16. The Maculaitis Assessment Program, 1982

a. Description:

The Maculaitis Assessment Program is a multi-purpose test for non-native speakers of English. The MAC is designed: 1) to indicate global, as well as specific, English language proficiency; 2) to indicate student academic achievement in second language; 3) to provide specific diagnostic

16. The Maculaitis Assessment Program (continued)

and placement information for ESL/BE program selection; and 4) to assist in the design of program exit criteria.

- b. Author: Jean D'Arcy Maculaitis
- c. Grade levels: K-12
- d. Administration time: MAC: B-CT (Green) 15 minutes
 MAC: K-I (Pink) 25 minutes
 MAC: 2-3 (Blue) 1 hour 19 minutes
 MAC: 4-5 (Orange) 2 hours
 MAC: 6-8 (Ivory) 1 hour 48 minutes
 MAC: 9-12 (Tan) 1 hour 48 minutes
- e. Type of administration: Individual or Groups
- f. Languages assessed: English, Spanish, and Portuguese
- g. Publisher: The Alemany Press Ltd.
 P.O. Box 5265
 San Francisco, CA 94101

17. MLA Cooperative Foreign Language Tests: Spanish Modern Language Association of America, 1963-65

a. Description:

Designed to appraise language learning by the audiolingual approach, the MLA Cooperative Foreign Language Tests measure functional language skills. The Spanish version has the directions in English. It contains four sections: Listening, speaking, reading, and writing. They are separately tested at two levels of difficulty. A textbook is provided with norms for all tests in the series. Separate answer sheets can be used for listening and reading.

17. MLA Cooperative Foreign Language Tests: Spanish Modern Language Association of America (continued)

- b. Author: Educational Testing Service in cooperation with the Modern Language Association of America
- c. Grade levels: High school, college
- d. Administration time: Approximately 2 hours
- e. Type of administration: Groups
- f. Languages available: French, German, Italian, Russian, and Spanish
- g. Publisher: Addison-Wesley Publishing Co., Inc.
South Street
Reading, MA 01867

18. Michigan Test of English Proficiency

- a. Description:

The Michigan Test consists of three parts: Grammar, vocabulary and reading comprehension. It can be used as a placement test or as a post-test. The test consists of 100 items: 40 in grammar; 40 in vocabulary; and 20 in reading comprehension. It is a nonverbal test.

- b. Author: University of Michigan
- c. Grade levels: High school-Adults
- d. Administration time: 1 hour 15 minutes
- e. Type of administration: Groups
- f. Language assessed: English
- g. Publisher: English Language Institute
2001 N. University Building
University of Michigan
Ann Arbor, MI 48109

19. Orientations in American English Placement Test, 1974

a. Description:

Designed to place students in one of five levels of the Orientations in American English Series, the questions and structures tested correspond to the various levels of texts in the series.

The Aural/Oral Test is composed of two parts. In each part the student is asked to answer questions in complete sentences. The sentences are evaluated and scored as in the Written Test. The Written Test, which is administered to groups, is composed of three parts. In Part I, there are 7 oral questions; students write their responses. Part II uses illustrations with written questions; students must write their answers. Part III is a reading section; there is a brief passage and 4 or 5 follow-up comprehension questions; students must write their answers. The manual has a final student placement rating system with 5 levels.

b. Author: Marjorie Frank

c. Grade levels: 7-12 and Adults

d. Administration time: Variable

e. Type of administration: Oral section: Individual

Written section: Groups

f. Language assessed: English

g. Publisher: Institute of Modern Language, Inc.
2622 Pittman Drive
Silver Spring, MD 20910

20. Structure Test English Language (STEL)

a. Description:

Comprised of 6 tests of English structure, the STEL can be correlated with the Ilyin Interview tests for student placement. It covers three levels: Beginning, Intermediate, and Advanced. Each level has two forms.

b. Author: Newbury House Publishers

c. Grade levels: 7-12 and Adults

d. Administration time: 30 minutes

e. Type of administration: Group

f. Language assessed: English

g. Publisher: Newbury House Publishers
68 Middle Road
Rowley, MA 01969

21. Test of Aural Comprehension

a. Description:

An objective test which consists of 60 items, it is available in three forms. The students: hear a passage; see a picture; and choose the correct depiction. (In addition, the students read a passage and choose the most appropriate picture.)

b. Author: Robert Lado

c. Grade levels: 7-12 and Adults

d. Administration time: 40 minutes

e. Type of administration: Groups

21. Test of Aural Comprehension (continued)

- f. Language assessed: English, Spanish, French, and Portuguese
- g. Publishers: English Language Institute
University of Michigan
2001 N. University Building
Ann Arbor, MI 48109

22. Test for Auditory Comprehension of Language (TACL), 1973

a. Description:

Composed of 101 pictures containing 3 line drawings (one depicting the correct responses, one depicting the appositive or negative of the correct response, and one decoy item). This test covers the areas of vocabulary, morphology and syntax. The Screening test for auditory comprehension of language STACL, which is a short form for identifying comprehension of language; Fifth edition, TACL is a long form.

- b. Author: Elizabeth Carrow-Woolfolk
- c. Grade levels: PK-1
- d. Administration time: 10-20 minutes
- e. Type of administration: Individual
- f. Language assessed: Spanish and English
- g. Publisher: Learning Concepts
2501 N. Lamar Blvd.
Austin, TX 78705

23. The Ber-Sil Spanish Test, 1972-77

a. Description:

It is composed of: a) Elementary level (1976) revised edition, and b) secondary level, experimental edition. (a) Elementary level, 4 scores: vocabulary, response to directions, writing, geometric figures, draw a boy or a girl. (b) Secondary level, 4 scores: vocabulary, dictation of sentences, draw a boy or a girl, and mathematics.

b. Author: Marjorie L. Beringer

c. Grade levels: Ages 5-12; 13-17

d. Administration time: Varied

e. Type of administration: Individual/Group

f. Language assessed: Spanish (Cantonese, Mandarin, Korean, Persian, Ilokano, and Tagalog editions are also available.)

g. Publisher: Ber-Sil Co.
3412 Seaglen Drive
Rancho Palos Verdes, CA 90274

C. TESTS OF APTITUDE, GENERAL ABILITY, INTELLIGENCE
OR COGNITIVE DEVELOPMENT

1. Test of Ability to Subordinate

a. Description:

A writing test suitable for students at the intermediate and advanced levels, this test is an easily scoreable objective test. It measures student ability to manipulate particular subordinate grammatical structures, such as: participles, gerunds, prepositional phrases, and noun, adverbial and relative clauses.

b. Author: David M. Davidson

c. Grade levels: High School - Adult

d. Administration time: 35 minutes

e. Type of administration: Groups

f. Language assessed: English

g. Publisher: LINC Publications
2112 Broadway, Room 515
New York, NY 10023

2. Barranquilla Rapid Survey Intelligence Test (BARSIT), 1956-68

a. Description:

Designed as a mental ability measurement, this test is used with appropriate grade levels, as well as with Spanish-speaking adults who have a basic education. This assessment should be administered by a trained test administrator or under the supervision of a psychologist. A manual contains norms from Venezuela; they are classified by grade level or by years of education (for adults).

2. Barranquilla Rapid Survey Intelligence Test (continued)

- b. Author: F. del Olmo
- c. Grade levels: 3-7 and Adults
- d. Administration time: Approximately 10 minutes
- e. Type of administration: Groups
- f. Language assessed: Spanish
- g. Publisher: The Psychological Corporation
304 E. 45th Street
New York, NY 10017

3. Cartoon Conservation Scales, 1977

- a. Description:

Cartoon Conservation Scales are designed to measure Piagetian concepts. Level I is comprised of 30 cartoon form items: 6 subscales measuring identity, number, length, substance, distance and egocentricity concepts. Level II also is comprised of 30 cartoons.

- b. Author: Edward A. DeAvila
- c. Grade levels: Level I: Grades K-3
Level II: Grades 4-6
- d. Administration time: 30 minutes
- e. Type of administration: Either
- f. Languages assessed: Spanish/English
- g. Publisher: Linguametrics Group
P.O. Box 454
Corte Madera, CA 94925

4. Clerical Aptitude SRA: Short Test of Educational Achievement

a. Description:

Designed to estimate educational ability in a short, easily administered format, the Short Test of Educational Achievement has parallel editions in English and Spanish. Levels I and II, for grades K-3, are primarily pictorial and are administered orally. Levels III, IV, and V, for grades 4-12, are read by the students. The subtests include: What Would If; How Would You; Spatial Relations; Verbal Meaning; Number Series; Arithmetic Reasoning; Letter Series; and Symbol Manipulation.

In the Spanish edition, the test directions and items are read orally by the teacher and are annotated with Southwestern, Cuban, and Puerto Rican versions.

In order to determine whether the Spanish edition was equivalent to the English, both versions were administered to bilingual children in the Southwest. In grades K-3, the performance of the children was very similar. As a result, the manual explains, along with cautionary notes, that the Level I and II norms developed for the English edition may well be applied to the Spanish edition. However, Levels III, IV, and V should only be used with students who have had at least two years of formal education in Spanish or who have demonstrated an ability to read Spanish with some facility.

- b. Author: CHES and associates, Diamond Bar, CA
- c. Grade levels: K-12
- d. Administration time: Variable
- e. Type of administration: Individual-Groups

4. Clerical Aptitude SRA: Short Test of Educational Achievement (continued)

- f. Languages assessed: Spanish and English
- g. Publisher: CHES and Associates
2759 Steeple Chase Lane
Diamond Bar, CA 61766

5. Culture Fair Intelligence Test

a. Description:

Relatively independent of school achievement, social advantages, and other environmental influences, this test is a nonverbal measure of general ability. It has two editions with scales to use for students from prekindergarten to grade 12. Edition one, the IPAT Culture Fair Intelligence (1933-73), has three scales. Edition Two, the Cattell Culture Fair Intelligence Test (1970-61), has only two scales for ages 4-8. The IPAT has 8 subtests: symbol; coping; classification of pictures; mazes; identification of similar drawings; selecting familiar objects when name; following directions; identifying what is wrong with pictures or familiar objects; and riddles. Scales 2 and 3 of both the IPAT and the Cattell have 4 subtests: series, classifications, matrices, and conditions. CFIT was formerly called Culture Free Intelligence Test.

- b. Authors: R. B. Cattell and A. K. S. Cattell (Scales 2 and 3)
- c. Grade levels: Scale 1: Ages 4-8 and mentally retarded adults (1933-6)
Scale 2: Ages 8-14 and average adults (1949-73)
Scale 3: Grades 9-16 and superior adults (1950-73)
- d. Administration time: 20-60 minutes

5. Culture Fair Intelligence Test (continued)

- e. Type of administration: Individual
- f. Language assessed: English, Spanish (scales 2-3), and German
- g. Publisher: Institute for Personality and Ability Testing
1602 Coronado Drive
Champaign, IL 16820

6. Differential Aptitude Test (DAT)

a. Description:

A battery of tests designed for educational and vocational guidance in grades 8-12, the DAT measures student ability in 8 areas: Verbal reasoning (30 minutes); Numerical ability (30 minutes); Abstract reasoning (25 minutes); Space relations (25 minutes); Mechanical reasoning (30 minutes); Clerical speed and accuracy (6 minutes); Language usage-spelling (10 minutes); and Language usage-grammar (25 minutes).

The fourth edition of the manual provides norms for the English version and other information data. The test in the Spanish version is called "Test de Aptitud Diferencial."

- b. Authors: G. K. Bennet, H. G. Seashore, and A. G. Wesman
- c. Grade levels: 8-12 and adults
- d. Administration time: 6-30 min.
- e. Type of administration: Groups
- f. Languages assessed: English and Spanish
- g. Publisher: CHESS and Associates
2759 Steeple Chase Lane
Diamond Bar, CA 61766

7. Modern Language Aptitude Test (MLAT) and Elementary Modern Language Aptitude Test (EMLAT)

a. Description:

Designed mainly to indicate an English speaking individual's probable degree of success in learning a foreign language, the MLAT consists of five sections: Number learning; phonetic script; spelling clues; words in sentences; and paired associates.

The EMLAT is an outgrowth of the MLAT. It predicts how easily and rapidly children in grades 3-6 could learn a foreign language. It consists of four sections: Hidden Words; Matching Words; Finding Rhymes; and Number Learning. A tape recording must be used to administer both MLAT and EMLAT.

A manual is available for each test, which provides information about: 1) norms; 2) classification of sex and grade; 3) validity data; and 4) reliability data.

b. Authors: I. B. Carroll and S. M. Sapon (1959, 1967)

c. Grade levels: 3-6, 9-12, and Adults

d. Administration time: 60-70 minutes per session approximately (20 or more sessions necessary)

e. Type of administration: Groups

f. Language assessed: English

g. Publisher: The Psychological Corporation
304 East 45th Street
New York, NY 10017

8. Prueba Colectiva Puertorriqueña de Capacidad Mental, 1958

a. Description:

A nonverbal intelligence test which is available in two forms: A and B; the test consists of three parts: Verbal with 20 items; Visual with 20 items; and Qualitative with 18 items. The student marks the answers in the booklet.

b. Author: Oficina de Evaluación, Departamento de Instrucción Pública,
Hato Rey, Puerto Rico

c. Grade levels: 1-12

d. Administration time: 60 minutes approximately

e. Type of administration: Groups

f. Language assessed: Spanish and English

g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

9. Test of General Ability (Inter-American Series)

a. Description:

The Test of General Ability is designed to measure: General ability, readiness, language, academic achievement, and personality.

b. Authors: Oficina de Evaluacion, Departamento de Instruccion Publica,
Hato Rey, Puerto Rico

c. Grade levels: K-12

d. Administration time: 50 minutes - 1 hour 51 minutes

9. Test of General Ability (continued)

- e. Type of administration: Groups
- f. Language assessed: Spanish and English
- g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

10. Test of General Ability

a. Description:

Designed to estimate student academic ability, this instrument has six levels of difficulty in Spanish and English. Parallel forms for pre- and post-tests are provided.

b. Author: Guidance Testing Associates

c. Grade levels: Preschool: Ages 4 and 5

Level I: Age 6, end of K and beginning of Grade 1

Level II: Ages 7-8, Grades 2-3

Level III: Ages 9-11, Grades 4-6

Level IV: Ages 12-14, Grades 10-12

Level V: Ages 15-18, Grades 10-12

d. Administration time: Preschool: 25 minutes

Levels I and II: Approximately 60 minutes

Levels III and IV: Approximately 60 minutes

e. Type of administration: Groups

f. Languages assessed: English and Spanish

10. Test of General Ability (continued)

- g. Publishers: Guidance Testing Associates
St. Mary's University
One Camino Santa Maria
San Antonio, TX 78228

11. Test of General Ability (TOGA)

a. Description:

TOGA provides a nonverbal measure of general intelligence and basic learning ability. It is designed for use with culturally different, K-12 students. A technical report, grades K-12, is available. An examiner's manual translated into Spanish is also provided for each grade level.

- b. Author: I. C. Flanagan
c. Grade levels: K-12
d. Administration time: Approx. 45 minutes
e. Type of administration: Groups
f. Language assessed: English and Spanish
g. Publisher: Science Research Associates (SRA)
259 E. Erie Street
Chicago, IL 60611

12. Test Puertorriqueño de Habilidad General, 1962

a. Description:

Designed to measure general student ability, this measurement has five subtests: Synonym-25 items; Antonym-25 items; Analogies-25 items; Numerical ability-15 items; and Spatial relationships-21 items. Forms A

12. Test Puertorriqueño de Habilidad General (contined)

and B are available. The test booklets are reusable. Pupil answers are recorded on separate answer sheets.

- b. Author: Oficina de Evaluación, Departamento de Instrucción Pública,
Hato Rey, Puerto Rico
- c. Grade levels: 4-12
- d. Administration time: Approximately 1 hour 10 minutes
- e. Type of administration:
- f. Language assessed:
- g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

13. Wechsler Intelligence Scale for Children (WISC) and Escala de Inteligencia Wechsler (Spanish version), 1974

a. Description:

A standardized test for children between the ages of 5-15, the WISC requires a technically trained examiner. The Spanish edition, developed in Puerto Rico, is an authorized Spanish-American translation and adaptation of the Wechsler Intelligence Scales for Children. It contains 12 subtests divided into two subgroups: Verbal Scales and Performance Scales.

The Verbal Scales comprise the: Information, comprehension, arithmetic, similarities, vocabulary, and digit span sections. The

13. Wechsler Intelligence Scale for Children (WISC) and Escala de Inteligencia Wechsler (continued)

Performance Scales have the following sections: Picture completion, picture arrangement, block design, object assembly, coding, and mazes. All these sections yield an IQ based on scaled scores for each age level.

The Spanish manual includes: the questions used in the verbal subtests; the directions for administering the Verbal and the Performance Scales; and the technical data.

- b. Author: D. Wechsler
- c. Grade levels: K-10
- d. Administration time: Approximately 45 minutes
- e. Type of administration: Individual
- f. Language assessed: English - Translation to Spanish
- g. Publisher: The Psychological Corporation
304 East 45th Street
New York, NY 10017

D. INVENTORIES: VOCATIONAL CAREER, AND ATTITUDINAL

1. Career Decision-Making System, 1982

a. Description:

A Self-Scored Edition, this inventory explores the: Occupational preferences; subject preferences; future plans; job values; and abilities of students.

b. Author: Thomas F. Harrington and Arthur I. O'Shea

c. Grade levels: High school and Adults

d. Administration time: Dependent on student reading speed

e. Type of administration: Individual/Groups

f. Language assessed: English

g. Publisher: American Guidance Service (AGS)
Publisher's Building
Circle Pines, MN 55014

2. Career Maturity Inventory (CMI), 1978

a. Description:

Designed to survey the attitudes and competencies important to career decision-making, this inventory contains an Attitude Scale and a Competence test. The Attitude Scale indicates student attitudes and feelings toward career choices and entrance to the world of work. The Competence Test indicates knowledge relative to occupations. Five areas: self-appraisal, occupational information, goal selection, planning, and problem solving. It was formerly called Vocational Development Inventory.

2. Career Maturity Inventory (continued)

- b. Author: John O. Crites
- c. Grade levels: High school and Adults
- d. Administration time: Attitude Scale: Form A2: 30 minutes
 Attitude Scale: Form B1: 40 minutes
 Competence Test: Approximately 45 inutes
- e. Type of administration: Individual/Groups
- f. Language assessed: English
- g. Publisher: CTB/McGraw-Hill
 Del Monte Research Park
 Monterey, CA 93940

3. Inventario de Intereses Vocacionales, 1954

a. Description:

Designed to determine the vocational interest of students in advanced grades, this inventory describes activities in 8 sections: Fine arts; language; helping people; numbers; mechanics; science; controlling people; and clerical (church). It consists of 240 questions. The student responds "yes" or "no" on a separate answer sheet.

- b. Author: Division de Investigaciones Pedagogicas y Estadisticas
- c. Grade levels: 9-12
- d. Administration time: Untimed
- e. Type of administration: Groups
- f. Language assessed: Spanish and English
- g. Publisher: Oficina de Evaluación
 Departamento de Instrucción Pública
 Hato Rey
 Estado Libre Asociado
 Puerto Rico

4. Survey of Study Habits and Attitudes (SSHA)

a. Description:

Designed to identify students whose habits and attitudes may prevent them from taking advantage of their educational opportunities, this survey yields a 7 part profile: Delay avoidance; Work methods; Study habits; Teacher approval; Educational acceptance; Study attitudes; and Study orientation. These scores can be used by counselors to assist students in the necessary areas.

The original version was called: Brown-Holtzman Survey on Study Habits and Attitudes. The Spanish version of the SSHA, "Encuesta de Habitos y Actitudes Hacia el Estudio," is an authorized Spanish-American edition which was prepared in Mexico to assure its suitability for use in other Hispanic-American countries. Norms are available for high school and first-year college students in Mexico.

b. Authors: William F. Brown and Wayne F. Holtzman

c. Grade levels: Grades 7-12, 12-14; (1953-67)

d. Administration time: Approximately 25 minutes

e. Type of administration: Groups

f. Languages assessed: Spanish and English

g. Publisher: The Psychological Corporation
304 E. 45th Street
New York, NY 10017

E. PERSONALITY INVENTORIES

1. Cuestionario Sobre Personalidad, 1960

a. Description:

The Cuestionario Sobre Personalidad measures personality adjustment in four areas: Social, emotional, personal, and home life. It consists of 160 questions, which can be answered: "yes", "no", or "not sure". The students can be classified into two categories: emotional stability or emotional instability.

b. Author: Division de Investigaciones Pedagogicas y Estadisticas

c. Grade levels: 7-12

d. Administration time: approximately 50 minutes

e. Type of administration: Groups

f. Language assessed: Spanish and English

g. Publisher: Oficina de Evaluación
Departamento de Instrucción Pública
Hato Rey
Estado Libre Asociado
Puerto Rico

2. Junior Eysenck Personality Inventory (JEPI), 1969-70

a. Description:

Designed to measure two dimensions of personality, Extraversion-Introversion and Neuroticism-Stability, the JEPI contains 57 items to which the students answer: "yes" or "no". The responses are marked directly on the inventory and are scored with overlay stencils. It is useful in educational guidance. JEPI personality dimensions have been

2. Junior Eysenck Personality Inventory (continued)

found to be related to aspects of academic achievement. Norms are available for Black, Anglo, and Mexican-American ethnic groups.

- b. Authors: H. J. Eysenck and B. G. Eysenck
- c. Grade levels: Ages 7-15
- d. Administration time: 10-15 minutes
- e. Type of administration: Groups
- f. Language assessed: Spanish and English
- g. Publisher: Educational and Industrial Testing Services
P.O. Box 7234
San Diego, CA 92107